



S.T.O.I.C Classroom Management

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*This presentation is partially from content developed by Randy Sprick, founder of Safe and Civil Schools

OUTCOMES

- Participants will understand the link between school wide PBIS and classroom PBIS.
- Participants will gain a general understanding of the core elements of a STOIC classroom management plan.
- Participants will learn new strategies to incorporate in their own classroom in order to improve overall behavior.

ACTIVITY- HUMAN PYRAMID



“We must accept the students as they are, while helping them move to where they need to be”

DID YOU KNOW...?

New York Times, July 31, 2010

- In the last 5 years _____ new teachers have entered the teaching profession in the USA.
- ____% of these teachers chose teaching as “something they would love to do”.
- ____% of these teachers leave the profession DURING THE FIRST YEAR.
- ____% of these teachers exited the profession BY THE 5th YEAR.

ANSWERS....

New York Times, July 31, 2010

- In the last 5 years 5,000,000 new teachers have entered the teaching profession in the USA.
- 96% of these teachers chose teaching as “something they would love to do”.
- 14% of these teachers leave the profession DURING THE FIRST YEAR.
- 46% of these teachers exited the profession BY THE 5th YEAR.

High Schools That Work Pathways to College
First Early Reading First

Culturally Responsive Teaching

Drop-Out Prevention

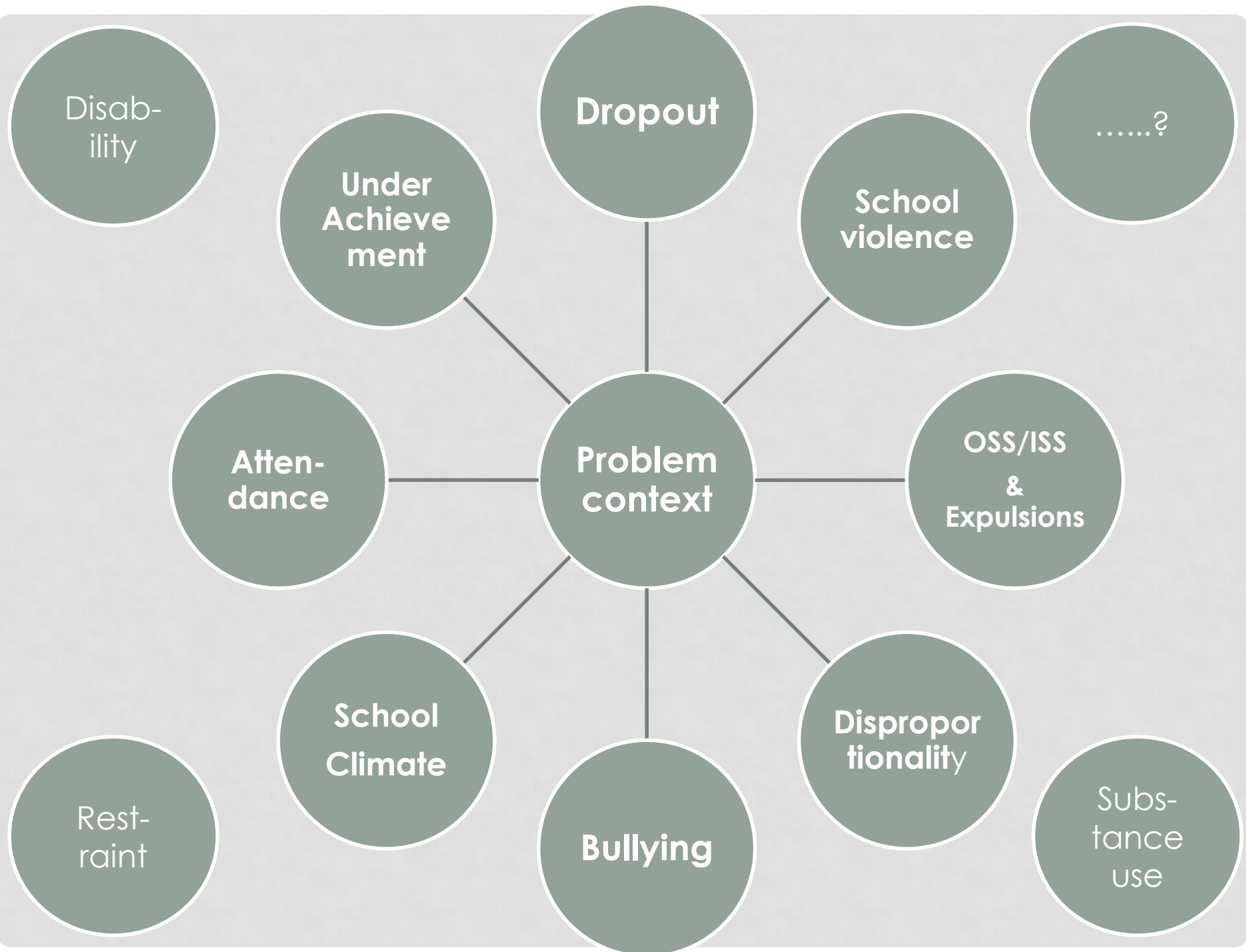
Performance-Based Learning

Sheltered Instruction American Diploma Project
Dual Credit

Parent Involvement

RTI

Small Schools



"It was as though I had just joined the circus as an apprentice clown and was immediately required to juggle plates, bowling pins, butcher's knives, and axes all day long while walking along a tightrope in midair."

-John Owens, Confessions of a Bad Teacher

THERE ARE NO SIMPLE SOLUTIONS!

Punitive consequences are not enough.

Role-bound power is not enough.

Wishing and hoping is not enough.

GROUP SHARE OUT

What do you know
about PBIS?

PBIS IS NOT...

- A **quick** fix to complex problems
- A packaged **program**
- A **reinforcement** system only
- Discipline that does not include consequences for misbehavior
- Classroom management only
- New
- Unique to Georgia



PBIS FRAMEWORK CORE PRINCIPLES

1. All children can learn good behavior.
2. Intervene early.
3. Use a multi-tier model of support.
4. Use a problem-solving method for decision making.
5. Research-based interventions/instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions.
8. Use assessment for different purposes.

PBIS IS AN ESSENTIAL SHIFT IN THINKING...



/STO•IC/

Definition 1: *Tending to remain unemotional, especially showing an admirable patience and endurance in the face of adversity.*

Definition 2: *Unruffled, calm, and firmly restraining response to pain or distress*



S.T.O.I.C.

Structure and Organize your room for Success

Teach Expectations and Rules

Observe and Monitor

Interact Positively

Correct Misbehavior Fluently

THE BOTTOM LINE...



...how you proactively prepare
and how you react have a huge
impact on student success

Expectancy X Value = Motivation

- **Expectancy**-The degree to which an individual expects to be successful at any given task.
- **Value**-The degree to which an individual values the rewards that accompany success of the task.

Expectancy Rate 10 X Value Rate 10 = 100% Motivation

Expectancy Rate ____ X Value Rate ____ = ____ Motivation

Expectancy Rate ____ X Value Rate ____ = ____ Motivation

ACTIVITY- THINK ABOUT YOUR FAVORITE TEACHER...



STRUCTURE

Structure your room for success.

Organization:

- Schedule of activities
- Physical space
- Attention signal

“Be overly prepared and overly organized”

DISCUSSION

- Think about your classroom schedule, physical space, and attention signal; What works well? What needs to be improved?

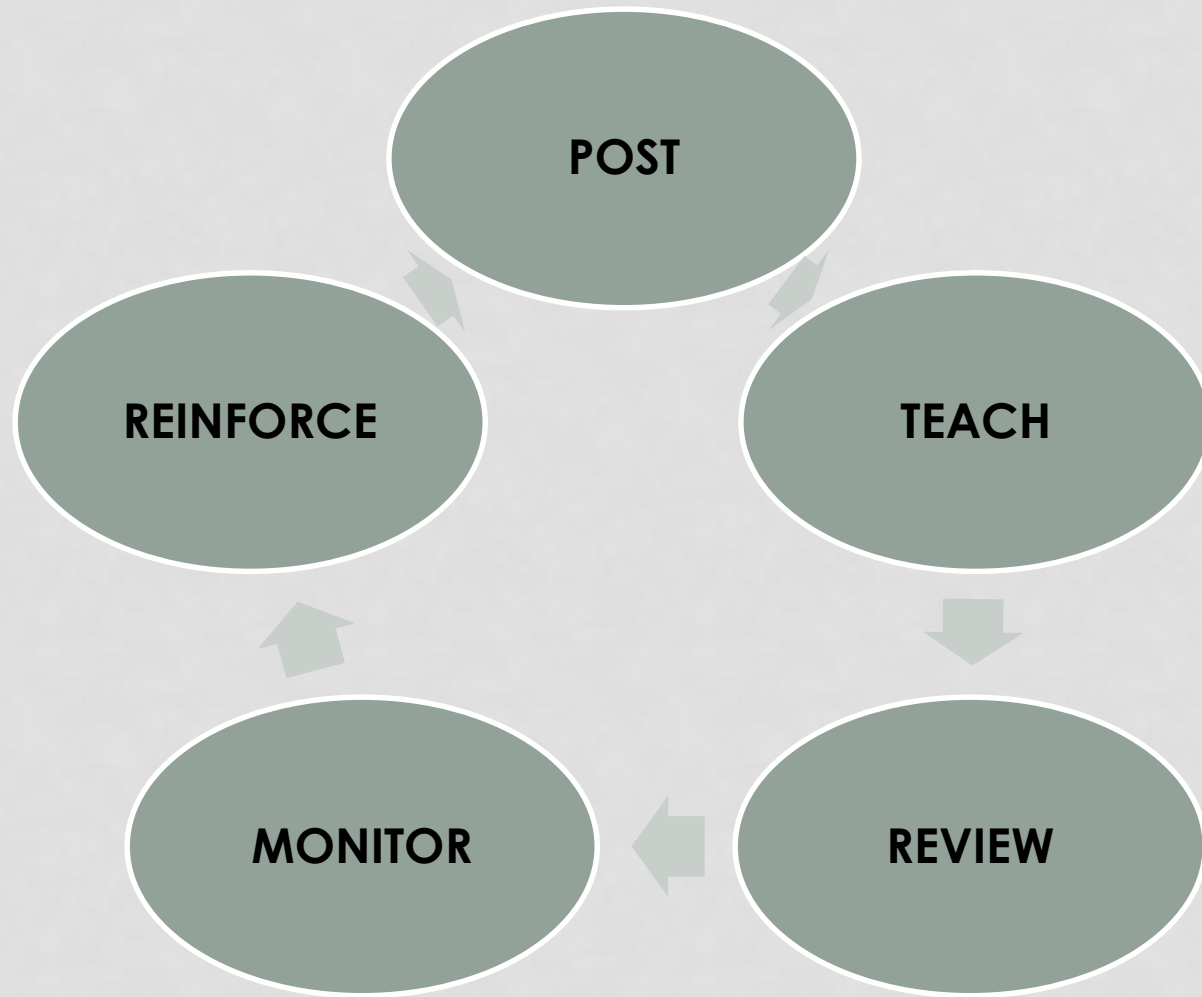
IDEAS TO IMPROVE YOUR STRUCTURE

- Define and consistently use an attention signal.
- Clean and organize your room.
- Change activities to keep students engaged.
- Write down your schedule.
- Plan the last hour and last 5 minutes of a class period.
- Change up the seating from time to time.
- Design efficient beginning and ending routines.
- Keep independent work times to less than 30 minutes.

TEACH

Rita Pierson – My Mama Said

TEACH WHAT YOU EXPECT





ACTIVITY- HOW'S YOUR MEMORY?

Without help from your neighbor name the 7 dwarfs.

SEVEN DWARFS



Dopey

Bashful

Sneezy

Sleepy

Happy

Grumpy

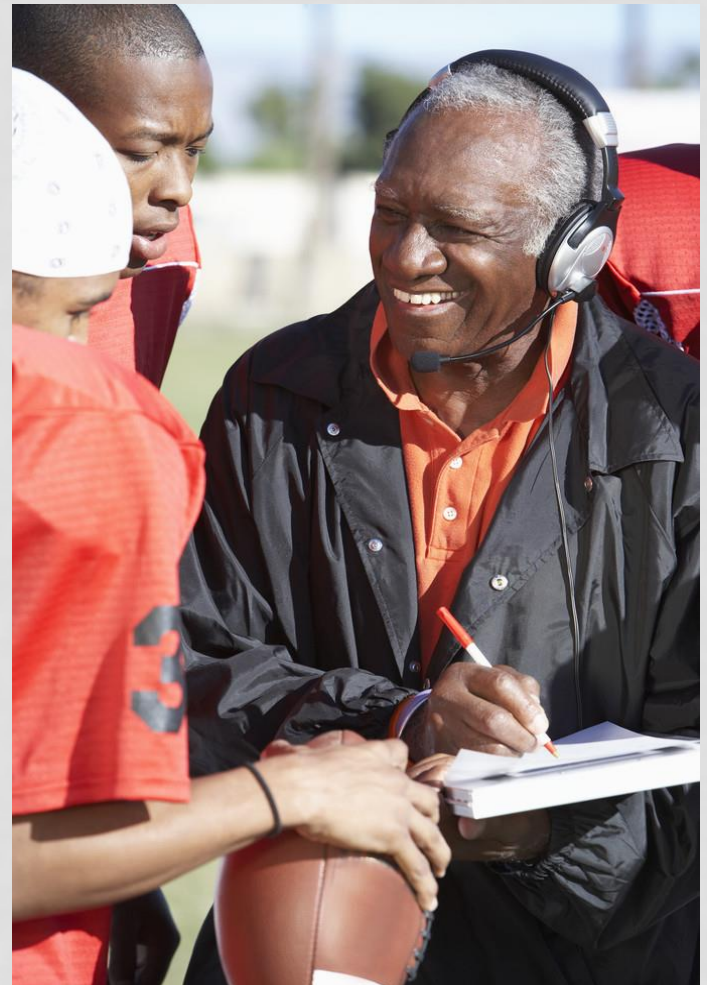
Doc

1. Dopey
2. Bashful
3. Sneezy
4. Sleepy

5. Happy
6. Grumpy
7. Doc

Guidelines for Creating Rules

- **1-5** rules for each Routine
- Rules should be Measurable, Observable, and Positive
- USE YOUR DATA



Classroom Procedures by Expectation

Routine → by Expectation ↓	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Be Safe				Push chair under your desk
Be Respectful	Walk quietly to your area			Maintain low voice
Be Responsible	Place homework in collection bin	Start assignments quickly	Complete your part of the assignment	Take your belongings with you

DISCUSSION

- What classroom routines happen during your day?
- Share what rules have you established for those routines?

ACTIVITY – CLASSROOM MATRIX

Use the Classroom Management Handout to Complete the following:

- Choose 1-3 routines and establish 3-5 rules for each routine.

OBSERVE

OBSERVE STUDENT BEHAVIOR (SUPERVISE!).

- Without monitoring, even responsible adults will push the limits
- Circulating and Scanning
- Friendly respectful behavior is modeled
- Adults supporting each other
- **CONSISTENCY!!**

INTERACT

I INTERACT POSITIVELY

A. Interact in a welcoming manner with every student.

- Contingent and non contingent interactions
- Greeting students

B. Provide age appropriate, non-embarrassing positive feedback.

I NTERACT CON'D.

C. POSITIVE vs. NEGATIVE interactions

- What you pay the most attention to is what will occur more frequently in the future.
- Strive for at least 4:1 positive to negative ratios.

RATIONALE

- Some students are starved for attention
- 30 years of research literature found...
 - (3-15:1 skewed to the negative side)

POSITIVE OR NEGATIVE?

- Vast majority of the negatives are gentle reminders
 - “You need to get back to work now”.
 - “No, please put that away please”.
 - “I asked you to go back to your seat, thank you”.
 - “No, you need to put that book away and work on this assignment”.
 - “Shh, quiet down”

RATING INTERACTIONS: POSITIVE OR NEGATIVE?

- Always ask yourself this question:
 - “Did the student get attention while engaged in positive behavior or negative behavior?”

POSITIVE OR NEGATIVE?

- Rachael gets up to sharpen her pencil although you had stated that no movement was permitted during a certain class activity.
- You walk over to Rachael and remind her gently that she needs to return to her seat.

NEGATIVE

POSITIVE OR NEGATIVE?

- Jose finishes his independent work early, gets out a novel and reads to himself.
- You give Jose a homework pass for finishing his work and staying quiet while other students work.

POSITIVE

POSITIVE OR NEGATIVE ?

- Travis picks up some trash in the hallway.
- You thank him for picking up the trash, and ask him how his classes are going.

POSITIVE

POSITIVE OR NEGATIVE ?

- Jahmal arrives at your classroom door.
- You compliment him on his touchdown the night before in a big rivalry game and ask him to please stop running in the hallways.

NEGATIVE

POSITIVE OR NEGATIVE?

- Hannah steps out of line and jostles the students around her four times in the cafeteria.
- You move Hannah to the front of the line where you can watch her more closely.

NEGATIVE

POSITIVE OR NEGATIVE ?

- Hannah maintains her place in line including appropriate spacing behind the student in front of her.
- You allow Hannah to go to the front of the line next week.

POSITIVE

POSITIVE OR NEGATIVE ?

- Heather got out of her seat to pass a note to a classmate.
- You give Matthew a reward ticket and thank him for sitting in his seat.

POSITIVE

POSITIVE OR NEGATIVE ?

- Tamika answers the question you asked correctly, but does not raise her hand.
- You thank Tamika for answering the question and move on in your lesson.

If blurting out an answer to a question is not allowed, this would be a **NEGATIVE interaction.**

POSITIVE OR NEGATIVE ?

- Jordan helps a struggling classmate out with a question on an assignment.
- You thank Jordan for helping the student and you ask him to get back to his seat.

If getting out of his seat during this activity is not allowed this would be a **NEGATIVE interaction.**

POSITIVE OR NEGATIVE?

- Olivia yells “Happy Birthday” to you on the opposite end of the lunch room.
- You walk over and thank her and ask her how cheerleading is going.

If yelling is not allowed in the Cafeteria this would be a **NEGATIVE interaction.**

RESEARCH BY: MIKE HOCK KU-CRL

Teen Perceptions of Self

TEENS AND SELF-IMAGE:

SURVEY RESULTS

Question 8. How much influence does each of the following have on your life?

	A Lot or Some	None
Parents	96%	4%
<u>Teacher</u>	<u>80%</u>	<u>20%</u>
Other kids	78%	22%
Religion	70%	30%
Girl/Boyfriend	63%	37%
Celebrities	63%	37%
TV Shows	44%	56%
Advertising	36%	64%

TEENS AND SELF-IMAGE: SURVEY RESULTS

Question 5. Who understands you the most?

Friend	42%
Parent	28%
Girl/Boyfriend	10%
No one	8%
Sibling	5%
Religious Leader	1%
<u>Teacher</u>	<u>1%</u>
Other	5%

MIDDLE SCHOOL PRINCIPAL SURVEY

- 50 students randomly selected
- Asked to respond to this question:
 - What 3 things would you like your teachers to know about you?
- Responded with some very serious issues and concerns: divorce, separations, physical moves, medical concerns and so on.
- Had been in school a few months.

FACULTY RESPONSE

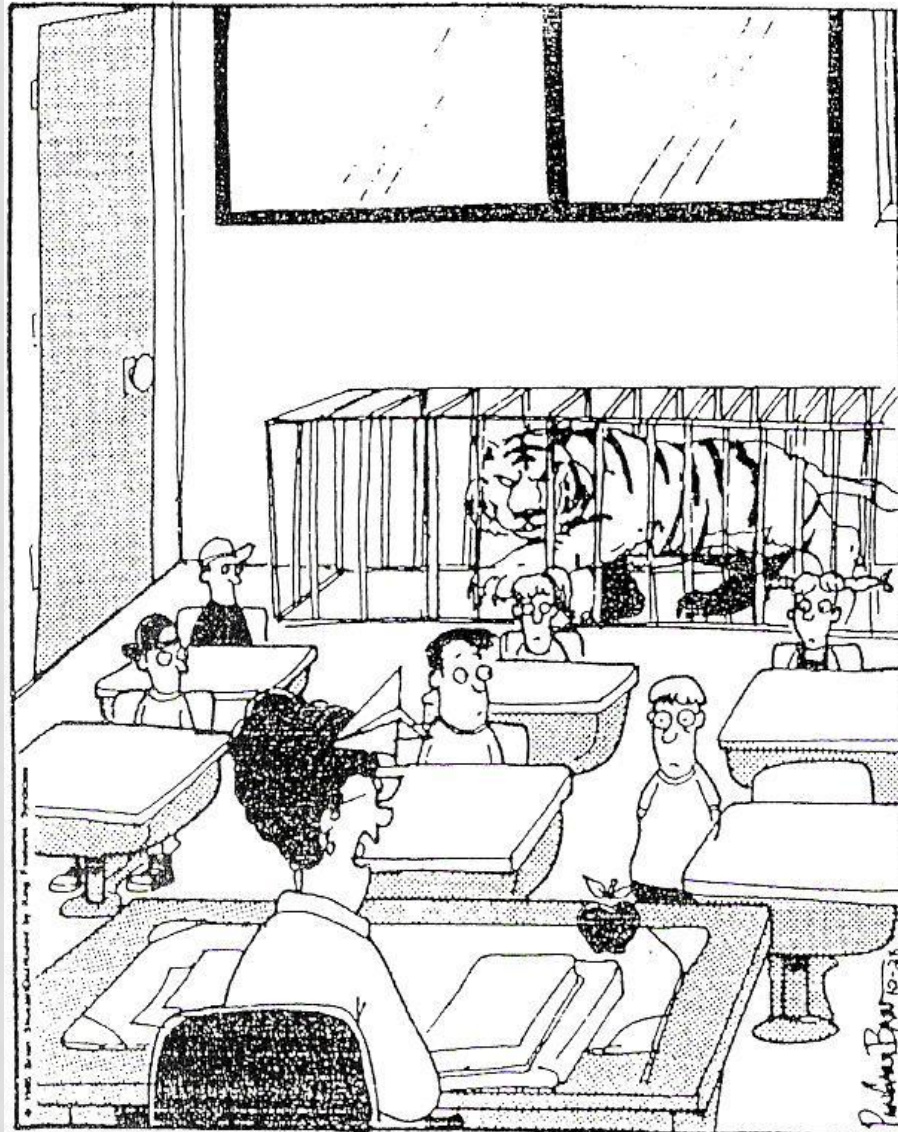
- Principal typed up the 50 sets of responses without names.
- Put pictures and names in faculty meeting.
- Asked staff to read the responses and place a name next to each set of responses.
- How many did each staff member identify correctly?

THE RESULTS

- Most got 1 to 3 correct. One person got 4.
- **One** staff member could identify 47 of the 50.
- Who was that?
 - 8th grade teacher
 - Counselor
 - Assistant Principal
 - In School Suspension Aide
 - School Social Worker
 - Cafeteria Manager

CORRECT

CHAOS



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

Corrections

- Should be quick and discrete
- Pre-correct when possible
- Use low level interventions first

Rita Pierson – Win Win

DISCUSSION

- What corrections/interventions have you used in your classroom, what has worked well? What has not worked well?

It's not the SEVERITY
of your consequences
that will make them
effective...it is the
CERTAINTY

Rank:

- ➡ Punishment/Aversives, OSS, ISS
- ➡ Behavior Reduction-Time Out
- ➡ Differential Reinforcement
- ➡ Classroom Mgmt, Choice Making, Cooperative Learning
- ➡ Enhancing Engagement, multiple Opport. To Respond
- ➡ Token Economy, Behavior Contracts

Least

**Effectiveness
of
Evidence-Based
Behavioral
Interventions**

Fill in the answers

Most Effective

*Negative,
Punitive*

Aversives

**Behavior
Reduction:
Response Cost
Timeout**

**Differential
Reinforcement**

**Conferencing Token Economy
Behavioral Contracts GRP
Contingencies**

**Signal Control Precorrection Enhancing
Engagement
Multiple Opportunities To Respond**

**Classroom and Behavior Management
Contingent Attention Choice Making
Cooperative Learning Premack Principle**

Positive Behavior Supports, Teaching

Pyramid of Evidence- Based Interventions

**(Colarusso &
O'Rourke, 2007)**

DISCUSSION

What is your reaction to what you learned from the Pyramid of Evidence-based Interventions?

CCLASSROOM DATA

HOW TO TRACK MEANINGFUL BEHAVIOR DATA?

Document

Removal

BEHAVIOR TRACKING SHEET

WEEK OF _____

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5

To the teacher: When a student receives a warning, write the student's name on the tracking sheet. If a student breaks additional rules during the school day, check each consequence on the appropriate box.



Document

Patterns of Behavior

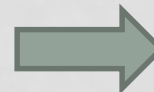
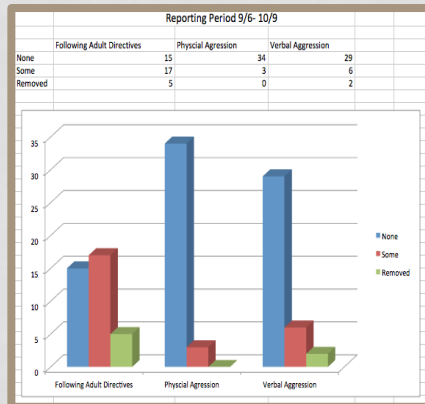
Problem Solve

BEHAVIOR TRACKING SHEET

WEEK OF _____

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
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	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5

To the teacher: When a student receives a warning, write the student's name on the tracking sheet. If a student breaks additional rules during the school day, check each consequence on the appropriate box.



GOAL OF THE TRACKING FORM

- Collect data that are necessary to identify effective ways of changing inappropriate classroom behavior (**minor**) before it results in an office discipline referral (**major**)

- Behavior Tracker Pro (Apple)
- D.A.T.A. (Direct Assessment Tracking Application) (Apple)
- BehaviorSnap – (Apple)
- SymTrend ADL (Apple)
- Class Dojo (Apple)
- Behavior Status (Android)
- Teachers Class Behavior Pro (Android)
- Behavior Trackers (Android)
- Class Dojo (Android)
- Behaviour Management Book (Android OS)

TEACHER OR GRADE LEVEL TEACHER TEAMS

Patterns of Behavior:

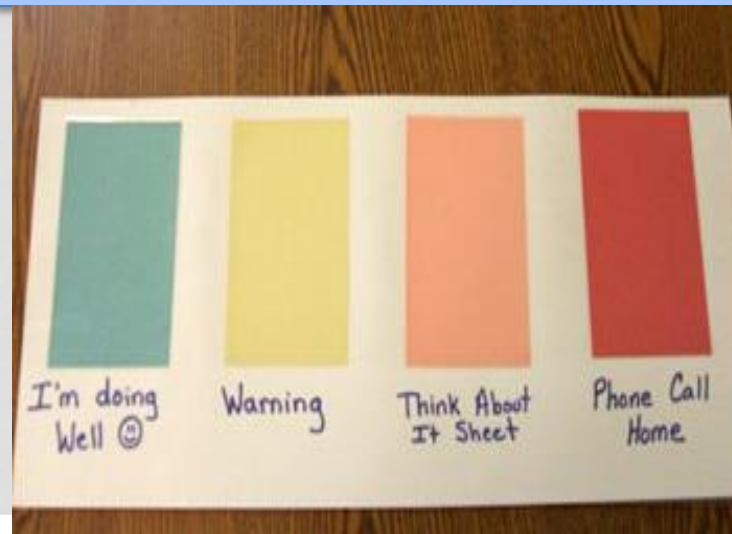
- What are the **recurring** behaviors?
- **When** are the behaviors occurring?
- What are the classroom **interventions** that have been used? Are these interventions working or does something else need to be utilized?
- **Why** is the behavior occurring?



BEHAVIOR CHART



NON-EXAMPLES WHY?



ACTIVITY

Review the sample classroom tracking form; what could work for your classroom, what would you need to change?

Anita Archer – 7th

CCLASSROOM SELF ASSESSMENT

ACTIVITY

- Take the classroom self assessment;
 - Create an action plan on what you would like to improve.
- Share with your neighbor one goal you have for next school year and how you plan to accomplish that goal.

As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all cases it is my response that decides whether a situation will be escalated or de-escalated or a child humanized or de-humanized.

-Haim Ginott

Questions?

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